



COGNITIVE ASPECTS OF PHRASEOLOGY - HOW PHRASEOLOGICAL KNOWLEDGE IS PROCESSED AND STORED IN THE MIND, AND ITS IMPLICATIONS FOR LANGUAGE LEARNING AND USE

Erkinova Madinabonu Botirjon qizi

Yangi asr universiteti Tillar kafedrasи o'qituvchisi

Abstract: Phraseology, encompassing collocations, idioms, and formulaic sequences, constitutes a fundamental aspect of language structure and usage. This article explores the cognitive processes involved in the processing and storage of phraseological knowledge in the human mind. By investigating these processes, the study aims to uncover their implications for language learning and use, providing insights into how learners acquire and utilize phraseological units to enhance communicative competence.

Key words: Phraseology, collocations, idioms, formulaic sequences, chunking, memory storage, cognitive processing, automaticity, frequency, effects, language learning, language use, fluency, pedagogical strategies, curriculum design, contextual appropriateness, pragmatic competence, psycholinguistics, long-term memory, linguistic competence, corpus linguistics

Language, often perceived as a series of rules and vocabulary, also heavily relies on phraseology — the way words combine into fixed expressions and patterns. These phraseological units play a crucial role in both comprehension and production of language, influencing how we understand and communicate ideas. Understanding the cognitive



aspects of phraseology sheds light on how this knowledge is processed, stored, and utilized in the mind, thereby impacting language learning and use significantly.

What is Phraseology?- Phraseology encompasses a wide array of linguistic units ranging from collocations ("strong coffee"), idioms ("kick the bucket"), and formulaic sequences ("by and large") to more complex constructions and discourse patterns. Unlike individual words, phraseological units are stored and processed as holistic chunks in the mind, often learned and recalled as single units rather than through the composition of their parts.

Cognitive Processes Involved:

- 1. Chunking and Automaticity:** Phraseological knowledge is stored in long-term memory as chunks, which are pre-packaged units of language. When encountering familiar phraseological units, such as "in the long run" or "take into account," the mind retrieves these chunks automatically without the need for conscious effort in assembling individual words.
- 2. Processing Efficiency:** Due to their stored nature, phraseological units contribute to fluent and efficient language processing. This efficiency becomes evident in both comprehension, where recognizing common phrases aids in understanding, and production, where using ready-made chunks facilitates smooth and natural speech.
- 3. Frequency and Exposure:** Frequency of exposure plays a crucial role in the acquisition and processing of phraseological units. Highly frequent phrases are stored and retrieved more readily than less common ones, highlighting the importance of exposure in language learning and the development of native-like proficiency.

Implications for Language Learning: Understanding how phraseological knowledge is processed has significant implications for language learners:

- Naturalness in Expression:** Incorporating phraseological units into language learning enhances naturalness and fluency in speaking and writing.



- Contextual Appropriateness: Knowledge of phraseology allows learners to use language in culturally and contextually appropriate ways, understanding not just the literal meaning but also the connotations and pragmatics associated with different phrases.
- Listening and Reading Comprehension: Recognizing and understanding phraseological units aids in comprehension, particularly in authentic contexts where native speakers frequently employ idiomatic and collocational language.

Practical Applications: Educators and learners can employ several strategies to enhance phraseological competence:

- Focus on Collocations and Idioms: Explicit teaching and practice of collocations and idiomatic expressions help learners internalize these units more effectively.
- Authentic Input: Exposure to authentic texts and materials rich in phraseological language provides learners with real-world examples and contexts for usage.

-Repetition and Practice: Systematic practice and repetition reinforce the retrieval and use of phraseological units, solidifying their integration into the learner's active vocabulary.

Conclusion. This article aims to contribute to the field of linguistics and language education by exploring the cognitive underpinnings of phraseology and their educational implications. Through an in-depth analysis of cognitive processes, pedagogical strategies, and practical applications, this study seeks to enhance understanding of how phraseological knowledge is processed, stored, and utilized in the mind, ultimately informing effective language teaching practices and fostering communicative competence among language learners. In conclusion, phraseology represents a fundamental aspect of language, influencing both the way we understand and produce speech. Its cognitive underpinnings — including chunking, automatic processing, and the impact of frequency and exposure — illuminate how language learners acquire and utilize phraseological knowledge. By recognizing the importance of phraseology in language learning and use, educators and



learners can foster greater linguistic proficiency, fluency, and communicative competence across various contexts and interactions.

References:

1. Cowie, Anthony Paul (1998). *Phraseology. Theory, Analysis, and Applications*. Oxford Studies in Lexicography and Lexicology. Oxford: Oxford University Press.
2. Dobrovolskij, Dmitrij O., Elisabeth Piirainen (2005). *Figurative Language: Cross-cultural and Cross-linguistic Perspective*. (Current Research in the Semantics/Pragmatics Interface, Volume 13). Amsterdam [etc.]: Elsevier.
3. Fauconnier, Gilles (1994). *Mental Spaces: Aspects of Meaning Construction in Natural Language*. Cambridge and New York: Cambridge University Press. Fauconnier, Gilles, Mark Turner (1996). Blending as a central process of grammar. Adele E. Goldberg, ed. *Conceptual Structure, Discourse and Language*. Stanford: CSLI, 113- 127.
4. Fauconnier, Gilles, Mark Turner (1998). Conceptual integration networks. *Cognitive Science* 22.2: 133-187.
5. Fauconnier, Gilles, Mark Turner (2001). Conceptual integration networks. Expanded Webversion. <http://www.wam.umd.edu/~mturn/WWW/blending.html> Fauconnier, Gilles, Mark Turner (2002). *The Way We Think: Conceptual Blending and the Mind's Hidden Complexities*. New York: Basic Books.
6. Gibbs, Raymond Jr. W. (1995). Idiomaticity and human cognition. Everaert, Martin, Erik Jan van der Linden, André Schenk, Rob Schreuder, eds. *Idioms: Structural and Psychological Perspectives*. Hillsdale-New Jersey-Hove: Lawrence Erlbaum Associates Publishers, 97-116.
7. Gibbs, Raymond Jr. W. (2000). Making good psychology out of blending theory. *Cognitive Linguistics* 11: 347-358. Giora, Rachel (1997). Understanding figurative and literal language: the graded salience hypothesis. *Cognitive Linguistics* 8: 183-206.
8. Grady, Joseph E., Todd Oakley, Seana Coulson (1999). Conceptual blending and metaphor. Gerard Steen, Raymond Jr. W. Gibbs, eds. *Metaphor in Cognitive Linguistics. Selected Papers from the 5th International Cognitive Linguistics Conference, Amsterdam, July 1997*. Amsterdam-Philadelphia: John Benjamins, 101-124.